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* Resignation of Mrs. Edna Stangland Kasch as chief of the Division of Adult Education accepted December 15, 1930.

Proposed Legislation

As this number of CALIFORNIA SCHOOLS goes to press, the State Legislature is adjourned for its constitutional thirty-day recess, to reconvene at Sacramento on February 23. Many bills were introduced during the first half of the bifurcated legislative session, which are of vital import to public education in California. School officials should accept the responsibility of familiarizing themselves with the content of such proposed legislation and should participate actively in a program of education of the public relative to the significance and merits of the legislation proposed.

ADMINISTRATION SYMPATHETIC

It is to be anticipated that the present state administration is sympathetic to the needs of the public schools, and that the welfare of the youth of the State will be given first consideration by the administration in its support or opposition to legislation concerning public education. This is indicated by the sympathetic action of the State Director of Finance in consideration of the budget of the state teachers colleges and special schools and of the State Department of Education, and by the action of Governor Rolph in presenting the budget to the Legislature. It is also shown by the friendly statements made by the Governor in discussion of the needs of the schools. Legislators from many districts and counties have also evinced a sympathetic interest in the schools. It is, therefore, to be anticipated that advice from school officials will receive a friendly reception by the present administration.

PROPOSED LEGISLATION

Among the bills now before the Legislature affecting the schools are a number which are of special significance.

Equalization Fund.

More important perhaps than any other item of legislation are the two bills introduced into the Assembly by Isaac Jones of Ontario and Bert Snyder of Santa Cruz, providing for the establishment and apportionment of a state public school equalization fund. One of these, Assembly Bill No. 1408, provides by amendment to the School Code for the creation of the state public school equalization fund and prescribes the method of its apportionment to school districts and counties for elementary schools and high schools. The other, Assembly Constitutional Amendment No. 24, is a constitutional amendment requiring the creation of a state public school equalization fund by the Legislature,

and providing that counties shall not be required to match apportionments from such fund to the school districts and counties. The School Code amendments would in themselves provide approximately \$5,000,000 of state aid for districts and counties, for the purpose of reducing excessive local school taxes, and would be effective without the constitutional amendment. The constitutional amendment, however, is necessary to guarantee the creation and continuance of the state public school equalization fund. It is also necessary in order to prevent the excessive county school tax burdens which would result under the present constitutional requirement that the counties match the amounts provided by the State for elementary schools and that they double the amounts provided by the State for high schools.

It is to be hoped that these measures, prepared by the equalization fund committee of the association of California public school superintendents under the chairmanship of Dr. Fletcher Harper Swift, will be carefully studied by all school people, and that they will receive full support. The need for equalization has been fully demonstrated and these measures provide a scientifically correct method of equalization.

Legal Interpretation.

Senate Bill No. 451, authorizing the Superintendent of Public Instruction to give interpretations of the School Code, upon request of school officials, and making such interpretations binding unless reversed by a court of statewide jurisdiction, is recommended for your consideration and support. This bill is intended to make it possible to give uniform interpretation and uniform effect to the provisions of the School Code throughout the State. It is in line with legislation existing in other progressive states, 27 of which have similar laws.

Classification of Districts.

Carrying out the provisions of a constitutional amendment enacted in 1927, Assembly Bill No. 1415 provides a classification of school districts, without in any way affecting present units of organization or administration. This bill classifies all existing districts as special elementary or special high school or junior college districts, and creates an additional classification, the "standard school district." Means are provided whereby elementary and high school districts of identical area may unite to form a standard school district, to be governed by one board. This bill was prepared by the state committee on classification of school districts, under the chairmanship of Superintendent Upjohn of Los Angeles County.

School Code Clarification.

Assembly Bills No. 827-No. 847, inclusive, introduced by Senator Herbert C. Jones of San Jose, are intended to clarify provisions of the School Code relative to school funds, taxes, and budgets. They eliminate duplications, ambiguities, and contradictory provisions. These bills will reduce the volume of the School Code by more than thirty pages, and will give as clear a statement as could be drafted of the intent of legislation on school finance.

Certification of Teachers.

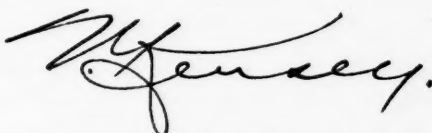
Elimination of the county examination for teachers' certificates, and substitution of county registration of state credentials for the issuance of county certificates, will be accomplished if Assembly Bill No. 1270 is enacted. This will also do away with fees for county certificates.

Dismissal of Teachers.

The so-called "teacher tenure" laws are proposed to be amended by Assembly Bill No. 366. This is the California Teachers Association measure. All school officials should study this proposed law. Modification of the existing laws is imperative in order to eliminate the injustices to teachers and to the school children, which are resulting from the present laws. The State Department of Education definitely believes tenure to be a part of the professional right of a teacher. The form which tenure can take will be developed by cooperative consideration to be given by the California Teachers Association and the State Board of Education.

Retirement of Teachers.

Careful consideration is also asked for the California Teachers Association bill (Senate Bill No. 260) amending the present retirement laws for teachers. Actuarial solvency of the fund, together with really adequate retirement salaries, should be guaranteed.



Superintendent of Public Instruction.

Departmental Communications

Division of City Secondary Schools

NICHOLAS RICCIARDI, Chief

INDUSTRIAL DAY IN BERKELEY

Industrial Day at the Berkeley High School was begun in 1923 by Dr. George Haller, who was in charge of the shops, to enable the public to see the part which the industrial department was playing in the training of workers. Since that time the shops have kept open house once a year at which time a special effort is made to secure the attendance of potential shop workers from the junior high schools who visit the department in the company of their shop instructor. A special welcome is extended to parents, employers of industrial pupils, teachers from other parts of the school system, and to the public in general. Opportunity is offered to see the shops under regular operating conditions with continuation school shop classes, evening trade extension classes, and the all-day group. On the seventh Industrial Day, November 12, 1930, approximately 1500 persons visited the carpentry, paint, automobile, electric, sheet-metal, machine, and print shops of the school.

AN OCCUPATIONAL SURVEY

Curriculum development and vocational guidance is, in general, the aim of an occupational survey which is being conducted at the instigation of Curtis E. Warren, District Superintendent of Schools, at the Marysville Union High School and Junior College. Fred Lyman Tibbitts, Director of Research at the Yuba County Junior College, is assisting Mr. Warren in the capacity of general chairman for the project.

The objective to be attained is to determine: the need for replacement in the community occupational life; the nature of the training needed to fit pupils for the occupations of the community; the ratio between present equipment and offerings and the needs for offerings and equipment; the shift in occupational life; and the need for a placement service by the school. Coincidentally, this survey should serve to acquaint the community with the facilities within the schools to meet the occupational needs of the community, under favorable conditions, and to bring these needs to the attention of the school leaders.

The work, which will require at least three months, is being carried on through the medium of two committees. Superintendent Warren

is head of a general community-wide committee composed of representatives from the following interests: agriculture, labor, manufacturing, business, professional, recreational, and educational.

The other committee is for the purpose of school survey, and is made up of the vice-principal and the faculty members in the departments of agriculture, home economics, commercial, trades, vocational advisory, fine arts, and recreation.

Division of Health and Physical Education

N. P. NEILSON, Chief

THE CHILDREN'S CHARTER

Workers in many fields related to the well-being of children have made generous contribution of time and knowledge to the White House Conference on Child Health and Protection called by President Hoover.

One of the important results of the conference was the development of the CHILDREN'S CHARTER, which is here reproduced.

I. For every child spiritual and moral training to help him to stand firm under the pressure of life.

II. For every child understanding and the guarding of his personality as his most precious right.

III. For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home.

IV. For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make child-bearing safer.

V. For every child health protection from birth through adolescence, including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examination and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water.

VI. For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained.

VII. For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.

VIII. For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care.

IX. For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs.

X. For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and, through training and vocational guidance, prepares him for a living which will yield him the maximum of satisfaction.

XI. For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problem of parenthood.

XII. For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly.

XIII. For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they can not be privately met.

XIV. For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and the institution when needed, shaped to return him whenever possible to the normal stream of life.

XV. For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps.

XVI. For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy.

XVII. For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities.

XVIII. To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations.

XIX. To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:

(a) Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers.

(b) Available hospital beds.

(c) Full-time public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard.

* * * * *

For every child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag.

* * * * *

President Hoover's White House Conference on child health and protection recognizing the rights of the child as the first rights of citizenship pledges itself to these aims for the children of America.

Division of Rural Education

HELEN HEFFERNAN, Chief

THE DAUGHTERS OF THE AMERICAN REVOLUTION

A new type of service is being rendered in the Division of Rural Education through the interest and cooperation of the various chapters of the Daughters of the American Revolution. In former years it has been the custom for them to send money to certain poor, striving, little schools in the southern section of the United States. The new policy, as outlined at the state meeting of the organization, is to promote and advance the poorer schools in their own state of California. Not only is the organization contributing to the migratory schools which come under the financial protection of the state, but they are contributing to those small rural schools which are not so protected and which can not be properly supported by their own local school districts. About every month a check will arrive from one or another of the different chapters of the Daughters of the American Revolution with a note as follows:

"Enclosed are checks for use in either the rural or migratory schools. You will know where to put it and the chapters are glad to have it spent just where the need is greatest."

Knowing the needs of all the small rural schools in the State we have attempted to spread the funds over the State, going first to the north and then to the south. A letter from the county superintendent's office in one of the northern counties to which some of this money was sent reports:

"You will be interested to know where and how the money is being spent. Do you remember our little Valley View School? Last year the personnel consisted of a handful of Russian children. Today forty children are enrolled. Most of them are of the itinerant American class. * * * I know it will surprise you to know how much careful planning will make it cover. A table and some tools, some new and attractive easy books, thrilling adventure stories for the older boys, a few new records for the phonograph, and a real party and treat for the closing of school are some of the joys this check brought these poor little children."

A letter from the southern part of the state reads:

"After considering the five emergency schools and the needs and possibilities of all of them we decided to use the money for the two poorest ones. One of these is about 75 miles from the school in the district in which it is situated. Fourteen children occupy a very small room, the abandoned house of a homesteader. The children are all bright eager American youngsters.

"The other school is in a tent-house provided by the contractor on the state highway between Ludlow and Needles. The school is composed of the children of the men employed by the contractor. They are all Americans.

"This is what we bought:

Two printing sets at \$5-----	\$10 00
Wrapping paper-----	1 50
Cloth blackboard-----	3 50
	<hr/>
	\$15 00"

The interest and support of such organizations as the Daughters of the American Revolution will gradually lead us to the goal set forth in President Hoover's CHILDREN'S CHARTER, Section XVII, "For every rural child as satisfactory schooling and health service as for the city child."

Division of Schoolhouse Planning

ANDREW P. HILL, JR., Chief

PLANNING THE JUNIOR COLLEGE

The initial development of junior colleges in California, as courses offered in conjunction with already established high schools, necessitated adaptations of existing high school facilities to junior college uses

together with some slight additions in the form of separate units for specifically junior college purposes. Some of the junior colleges, however, are now in position to develop separate sites and plants. This article attempts to set forth briefly some of the fundamental principles which must be recognized in long-time planning for physical facilities for junior colleges.

All of us recognize the need for well-drained land, adequately served by public utilities, relatively convenient to the majority of the district population, and preferably in a quiet environment. Frontage on a main highway, or land adjacent to a railroad, is not ideal for a junior college location, unless the area is very large and the buildings are separated from these disturbances by a public park or other transitional land. If one proposes, eventually, to develop athletic fields, provide landscaping, and take care of auxiliary games such as tennis, basket ball, et cetera; allow for roads; allot sufficient area to buildings to take care of a two-thousand-pupil college in the future; then a site containing at least 30 acres is essential. If, in addition to this, it is desired to erect one-story buildings on the site, to provide an open air theater, botanical gardens, agriculture area, and so on, then additional space should be provided. The drawing of these facilities on a plot plan will illustrate how easily a forty-acre site can be obligated. A schematic layout of such a site accompanies this brief statement.

In laying out the site, certain aesthetic effects should be sought by means of the preservation of approach views, the location of buildings to take advantage of the best views, the selection of a suitable style of architecture, the zoning of surrounding areas to guarantee an appropriate environment, and the provision of parking space for students, faculty, and visitors.

The site should be of such shape that the buildings may receive a maximum of correct orientation and a minimum of topographical interference. There should be delivery roadways to such places as the cafeteria, janitor's receiving room, administrative areas, the science department, and the heating plant. Roadways and paths should be laid out with particular attention to natural directness. A small parking space reserved for visitors should be available near the main entrance. Student and faculty parking spaces should be properly screened from the buildings by landscaping.

In cases in which economy is an issue a type of building should be selected which will insure inexpensive maintenance. This requires the adoption of a relatively good type of construction, at least class C, and compactness. Buildings spread over the site with long connecting arcades, or buildings with only one side of the corridor serving class-

Arrangement for future extension of any one of the buildings, or departments in the building, is always a major objective. It is frequently found necessary to expand shops and libraries, and assembly administration, science, music, art, and academic rooms.

Such buildings as the student union, the library, and the administration building, usually require central location. Certain other units should be arranged in juxtaposition, such as the engineering quarters and the shops, the little theater and the English department, the laboratories and convenient lecture rooms. The common use of gymnasium dressing rooms for gymnasium, swimming, and outdoor games and athletics is desirable.

Division of Teacher Training and Certification

EVELYN CLEMENT, Chief

EXPANSION OF DIRECTED TEACHING PLAN

During the past two years the school of education at the University of California has undertaken a study of the graduates who have taken positions in California schools. Several important results have followed the study of the follow-up questionnaires returned by former student-teachers. The outstanding conclusion is that teachers in training should have a broader experience before being certificated for work in public schools. This is being attempted in several ways. Wherever conditions are favorable, student teachers have been given two assignments, each of approximately ten weeks, to classes of different grades of ability levels, in different subjects or teaching fields, and under different supervising teachers. To further broaden their experience the student-teachers are required to attend and participate in at least two discussion groups. In these groups such subjects and activities have been presented and surveyed as library service, counseling, school administrative practices, and extra curricular activities in addition to minor teaching fields.

To give the student teachers an insight into actual teaching conditions, they have been asked to substitute in the Oakland Public Schools for teachers who may thus be released to conduct special classes or to observe demonstration teaching. This experience has been profitable alike to the student teaching group and to the Oakland teaching staff. The reaction of the student teacher to these efforts to broaden their teaching experience has been distinctly favorable, and the results justify a continuance of this work.

A NEW DEPARTURE IN TEACHER TRAINING

The Broadoaks School at Pasadena has instituted a new feature of professional training, specializing in the field of parent, infant, and primary education. No longer are entrants accepted from the ranks of high school graduates. The newly organized collegiate department admits only those candidates who are well qualified to specialize in early childhood education and who present a junior certificate for entrance. The graduate School of Child Research, which is composed of a select group of mature students under the leadership of Dr. J. H. Sinclair, working in the informal Oxford way, is pursuing some noteworthy work in research in parent education.

Through an intelligent method of selecting candidates for training, followed by a balancing of education courses and special methods courses, the institution has been able to reduce much waste and overlapping in theoretical offerings. Such general courses as educational tests and history of education are emphasizing early childhood education. The liberal arts minor sequence courses in music, art, English, and psychology have been revamped in accordance with recent findings in childhood research.

An experiment which is strengthening, vitalizing, and improving course content, provides that all instructors in the Broadoaks Teachers College are required to do some regular teaching and observation in the laboratory school for children from two to six years of age, where their own methods and theories are severely challenged through actual test. Student teachers are given the opportunity of teaching both younger and older children for three hours daily during a full year. This year of actual experience is graded from carefully supervised observations through all the steps in growth to all-day teaching, unaided by the director.

Interpretations of School Law

Attorney General's Opinions

DISTRICTS

Funds—Use of.

Moneys raised for a school district building fund under School Code sections 4.460–4.468 may not be used to purchase a school bus. The word “apparatus” as used in School Code section 4.460 covers only equipment installed in school buildings or on school grounds. (A. G. O. 7359, December 13, 1930.)

School sites—Condemnation of property for.

The provisions of section 14 of article I of the constitution providing that in an action in eminent domain brought by the State, or a county, or a municipal corporation, or a drainage, irrigation levee, or reclamation district, the aforesaid state or political subdivision thereof or district may take immediate possession and use of any right of way required for a public use, whether the fee thereof be sought upon commencing eminent domain proceedings and giving such security in the way of money deposited as the court may direct, does not authorize the taking of immediate possession upon the giving of such security as the court may determine when the possession is sought by a school district for schoolhouse sites. (A. G. O. 7352, December 9, 1930.)

Appellate Court Decisions

TEACHERS

Salaries—Attachment of.

The provisions of section 710 of the Code of Civil Procedure, which provides for the attachment of funds in the custody of a state, county, or city officer upon judgment rendered in favor of a debtor, do not permit the attachment of the salary of a teacher.

(*Weiser vs. Payne*, 63 C. A. D. 1347, —Pac.—.)

Announcements

CALIFORNIA STATE BOARD OF EDUCATION

The regular quarterly meeting of the State Board of Education was held in Sacramento, January 7 and 8, 1931. The state board announced the 1931 convention of secondary school principals to be held at a place to be determined by the Superintendent of Public Instruction March 30, 31, April 1, and 2; and the biennial state-wide music conference to be held in Los Angeles on the same dates.

The state board further announced its conviction that the proposed movement for the advancement of junior colleges in the State to the status of liberal arts colleges should be preceded by an expert study of the entire problem of higher education in the state.

At this meeting the state board also appointed Rudolph D. Lindquist, assistant superintendent in charge of elementary schools in Oakland, California, as president of the Chico State Teachers College.

CONVENTION OF CALIFORNIA SECONDARY SCHOOL PRINCIPALS—1931

The California State Board of Education, upon recommendation of the Superintendent of Public Instruction, called the annual Convention of Secondary School Principals to be held in Santa Cruz with headquarters at the Casa del Rey, March 30, 31, April 1, and 2, 1931.

Unforeseen circumstances have arisen which have made it necessary to cancel former arrangements.

CALIFORNIA NAUTICAL SCHOOL

A two-day examination for applicants seeking admission to the California Nautical School will be held at the following places beginning at 9.00 a.m., Thursday, February 26, 1931:

Humboldt State Teachers College, Arcata
State Teachers College, Chico
State Teachers College, Fresno
State Teachers College, San Diego
State Teachers College, San Francisco
State Teachers College, San Jose
State Teachers College, Santa Barbara
Metropolitan High School, Los Angeles
California Polytechnic School, San Luis Obispo
State Board of Education, Sacramento

The examination will include mathematics, through elementary algebra; United States history; English; and general information. Candidates must be between 17 and 21 years of age, physically sound, mentally alert, industrious, and possessed of qualities of leadership.

Application blanks, and a bulletin, GENERAL INFORMATION CONCERNING THE CALIFORNIA NAUTICAL SCHOOL, may be secured by writing to Captain E. Topp, 215 Market Street, San Francisco.

HIGH SCHOOL TRANSCRIPTS

Form No. J-46, issued by the State Department of Education, is prescribed in accordance with the RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION for use in all California high schools and junior high schools in transferring students to other high schools. Copies of the form are available for distribution. Requests for supplies should be forwarded to the Division of Research and Statistics.

ASSISTANT SUPERINTENDENT APPOINTED IN OAKLAND

Appointment of Einar W. Jacobsen, formerly principal of the Roosevelt High School in Oakland and at present a graduate student and instructor in Teachers College, Columbia University, to occupy the position rendered vacant by appointment of Rudolph D. Lindquist as president of Chico State Teachers College, has recently been announced. Mr. Jacobsen is at present completing his work for the degree of doctor of philosophy, and is to assume his new position on July 1, 1931.

BULLETIN No. K-2

Bulletin No. K-2, STANDARDS FOR PUBLIC SCHOOL SITES, has just come from the press. The problem of selection and purchase of school sites has been intensified in recent years because of the new emphasis upon the school as a cultural influence. An even more serious undertaking is the enlargement of an inadequate site. All phases of this problems are treated in the law bulletin issued by the Division of Schoolhouse Planning.

BULLETIN No. H-1

Bulletin No. H-1, CALIFORNIA STATE TEACHERS COLLEGES, has recently been revised by the Division of Teacher Training and Certification. It contains data concerning the curricula of the state teachers colleges, their admission requirements, summer sessions, and regular sessions, course of study, and degree requirements.

BULLETIN No. G-5

Bulletin No. G-5, THE APPLICATION OF THE CONFERENCE METHOD TO CURRICULUM MAKING, recently published by the State Department of Education, will be found distinctly practical for principals and supervisors interested in leading group meetings. The use of the methods suggested in the bulletin affords opportunity for the members of the group to express their views and thus contribute to the solution of the problems under discussion.

THE CURRICULUM COMMISSION

The California Curriculum Commission will meet in Los Angeles February 13 and 14. At this meeting the commission will study the elementary music readers submitted for adoption, the program for the intermediate unit of instruction, and the program of secondary education.

STATE MUSIC CONFERENCE

The State Board of Education has called a state music conference to be held in Los Angeles, March 30, 31, and April 1, 1931. This conference will bring together teachers and supervisors of music from all over the state in the first gathering of its kind yet attempted.

CONVENTION OF THE DEPARTMENT OF SUPERINTENDENCE

The annual meeting of the Department of Superintendence and allied organizations will meet in Detroit, Michigan, February 21-26, 1931. The theme of the convention will be "Working Together for the Children of America." Admiral Richard E. Byrd will address the convention.

RESEARCH ASSISTANTS

The Bureau of Educational Research of the Ohio State University will appoint, before April 1, 1931, three research assistants for the year 1931-32, to be assigned to the appointments division, the personnel division, and the school survey division. Address all inquiries to Dr. W. W. Charters, Director of the Bureau, Ohio State University, Columbus, Ohio.

HUMANE ASSOCIATION POSTER CONTEST

School officials interested in the annual poster contest of the American Humane Association may secure details by writing the association at 80 Howard street, New York. The contest is open to students in elementary and high schools and closes June 1, 1931.

SCHOOL OF MINES SCHOLARSHIP

The Michigan College of Mining and Technology, at Houghton, Michigan, offers one scholarship for a Californian which remits matriculation fee of \$25 and tuition fee of \$50 per year for the regular four-year engineering course, provided the applicant can meet entrance requirements. Applicants must be high school graduates and may have had further training. They should be in the upper half of their class and deserving.

In order that California students may avail themselves of this opportunity, superintendents and principals should report to the State Superintendent of Public Instruction before April 1, 1931, the names of those students who are interested.

In Memoriam—Charles Merrill Osenbaugh

With deep regret we note the passing of C. M. Osenbaugh, president of the Chico State Teachers College. For the thirteen years during which Mr. Osenbaugh was its president, he devoted his life to the welfare of the college. He carried on under the most trying circumstances following the destruction of the main building by fire.

His gentleness of spirit and his eagerness to serve endeared him to all with whom he came in contact. His going has removed a real friend of all teachers, especially those beginning their service.

For Your Information

CHICO STATE TEACHERS COLLEGE PRESIDENCY

Statement concerning Mr. Rudolph D. Lindquist, Assistant Superintendent in charge of elementary schools in Oakland, California, who has recently been appointed president of the Chico State Teachers College.

I. Academic Record

Bachelor of Arts, Master of Arts, University of California

II. Experience

1. Teacher in rural schools of Minnesota.
2. Teacher in a private school in Kansas.
3. Vice principal and teacher in high school, Nevada.
4. Supervising principal of elementary school, Berkeley, California.
5. Summer session instructor, University of California at Berkeley and at Los Angeles.
6. Instructor in American Expeditionary Forces, University Beaune, France.
7. Assistant Director Teacher Training, University of California.
8. Director of Research, Oakland public schools.
9. Assistant Superintendent in charge of elementary schools, Oakland public schools, effecting a complete reorganization of elementary school supervision.
10. District Deputy for California of Phi Delta Kappa Educational Fraternity.
11. Chairman 1933 Yearbook Committee, Department of Supervisors and Directors of Teaching, National Education Association.

LEGISLATIVE INFORMATION

School officials interested in legislation should request their local senator or assemblyman to have their names placed on the mailing list of the "Bill Room" at the State Capitol to receive copies of bills, daily or weekly calendars, and histories of the Senate and Assembly.

JUNIOR COLLEGE RELATIONSHIPS COMMITTEE

President Robert Gordon Sproul of the University of California has appointed a committee of five to consider problems of relationship

between the junior colleges and the University of California and to promote a cordial and cooperative attitude in these relations for the future.

The members of the new committee are R. E. Davis, professor of civil engineering, chairman; Dr. W. W. Kemp, dean of the school of education; Dr. D. C. Baker, assistant professor of history and university examiner; Dr. Earle R. Hedrick, professor of mathematics at the University of California at Los Angeles; and Dr. Clarence Hall Robison, associate professor of education and university examiner at the University of California at Los Angeles.

President Sproul believes the greatest value of the junior college rests in its attempt to meet the needs of those students whose talents and interests do not lie along the line of a university career, but who are interested in further education.

DR. MERTON E. HILL SELECTED FOR UNIVERSITY APPOINTMENT

The University of California and the public secondary schools, especially the junior colleges, are to be congratulated upon the recent appointment of Dr. Merton E. Hill, principal of the Chaffey Union High School and Junior College, to represent the office of the president of the university in relationships between the university and the junior colleges.

OBJECTIVES OF THE NATIONAL EDUCATION ASSOCIATION

The National Education Association, in order to bring about a "wholeness" in education, wishes to strengthen the association by the following means:

1. Increased cooperation between the Office of Education and the National Education Association;
2. Still closer cooperation of state departments with National Education Association;
3. The State superintendent's office can help to enlist the support and help of the colleges and universities of every type;
4. School officials, members of boards of education, and trustees of colleges, should be a part of a great educational organization, and you can help to enlist their support;
5. Civic business, professional, social and fraternal organizations having an educational department, should be tied up to education; and
6. Certainly private, church, and parochial schools of every kind need contacts of a broad nature.

COPYING PRESSES

The Southern Pacific Company has available at Sacramento a large number of letter copying presses which it would like to sell to the public schools. The presses are in good condition and can be used for block printing, pressing botanical specimens, and other purposes which no doubt will suggest themselves to administrators and teachers. Below is a list of the available presses, the sizes and the prices at which they may be obtained f. o. b Sacramento, by writing to the Sacramento District Stores, Southern Pacific Company, Sacramento, California:

Quantity on hand	Size of base	Price each
2 -----	9½x15½" -----	\$2 30
1 -----	9¾x12½" -----	1 40
1 -----	10 x12½" -----	1 65
1 -----	10 x15 " -----	1 93
2 -----	11 x16 " -----	2 20
1 -----	11 x22 " -----	3 80
2 -----	12 x16½" -----	3 00
1 -----	12 x18 " -----	3 33
12 -----	15 x20½" -----	5 18
179 -----	15½x19½" -----	6 25
6 -----	16 x19½" -----	4 63
17 -----	16 x21 " -----	7 13
15 -----	16 x21½" -----	6 68
1 -----	17 x21 " -----	7 38
1 -----	17 x21½" -----	7 05
1 -----	18 x22 " -----	7 68
11 -----	18 x22½" -----	6 50
199 -----	18 x24 " -----	13 75
1 -----	20 x24 " -----	7 00
1 -----	20½x25½" -----	18 75

CRIPPLED CHILDREN

Since the state law which provides for the treatment of physically handicapped children went into effect in 1927 over two hundred children have come under the direct supervision of the State Department of Public Health and treatment for their relief has been provided. This department employs two field workers to follow up cases of infantile paralysis for the purpose of determining if proper action is being taken for the rehabilitation of children who were victims of the disease as a result of the widespread epidemic in California during the past summer and autumn.

School officials are requested to cooperate with the State Department of Public Health in locating crippled children and providing for their treatment.

CLEANLINESS READERS

The School Service of the Cleanliness Institute is sending to school superintendents and rural teachers certain publications regarding cleanliness which it is believed will increase the interest of the children in the subject of hygiene. Three supplementary readers, *THE ANIMAL WAY*; *AFTER THE RAIN*; and *A TALE OF SOAP AND WATER* cover the grades from the kindergarten through the ninth grade, and the mimeographed suggestions for teachers contains directions for the specific use of these books.

Similarly, the Cleanliness Institute has prepared books for use in the junior high school and as a source book for teachers and other leaders. Attractive posters are included in the review set.

Since health has been made the first objective in education by the National Education Association, and since cleanliness plays an important part in the teaching of health, it is believed that the literature of cleanliness should be given the fullest use in the schools.

RURAL EDUCATION REPRINTS

The Director of the National Education Association calls attention to the fact that reprints of pages 281-284 of the December, 1930, issue of *THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION* containing articles regarding rural education, are available for all county superintendents upon request to the National Education Association, 1201 Sixteenth Street, Washington, D. C.

HANDBOOK AND OUTLINE OF COURSES OF STUDY

This handbook of the continuation school of the San Francisco public schools contains a brief statement of the aims and the courses of study of the school, the rules and regulations which govern it, and a short description of the varied activities and opportunities offered to its students and patrons. The book is particularly valuable to students, employers, teachers, and parents in enabling them to choose those subjects which will best meet the individual needs of students.

THE NEW YEARBOOK

The next yearbook of the National Society for the Study of Education will be published in February. Part I will include such topics as the techniques of authors in preparing textbooks, policies of publishers, selection of textbooks for use in the schools, and legislation affecting the use of texts. Part II will be devoted to rural education.

RADIO

The Pacific Coast School of the Air opened its present semester on January 5. Mr. Paul Pitman, the director, is making an effort to bring outstanding men and women of the United States to the schools of California by means of the radio. Mr. Cameron Beck, personnel director of the New York Stock Exchange; Gerald Campbell, British consul-general, New York City; Dr. Edwin Lee, of the University of California; and Chester Rowell have given addresses for the Pacific Coast School of the Air during January. The talks are broadcast over the following stations: KPO, San Francisco; KGO, Oakland; KFI, Los Angeles; and KFSD, San Diego.

The Standard School Broadcast for the spring term began January 8. The elementary lesson is presented every Thursday from 11 to 11.20 a.m., and the advanced lesson from 11.25 to 11.45 a.m., the same day. These broadcasts present a full music appreciation course and at the same time prepare for immediate appreciation and better understanding of the Standard Symphony Hour played the same evening by the two great Pacific Coast orchestras, the San Francisco Symphony and the Los Angeles Philharmonic.

More than eight hundred schools on the Pacific Coast are taking advantage of these broadcasts to develop in the pupils an appreciation of music.

A TRIBUTE TO ADMIRAL BYRD

Admiral Richard E. Byrd is to be the guest of the Department of Superintendence at its annual convention in Detroit, February 23. A tribute to the intrepid explorer from the school children of America is to be presented in the form of letters written to him by children.

A list of references for use in studying the life of Byrd and the value of his achievements follows:

I. The best brief, popular, accurate descriptions of Byrd's four major explorations were written by him for the National Geographic Magazine as follows:

"Flying Over the Arctic," November, 1925.

"The First Flight to the North Pole," September, 1926.

"Our Transatlantic Flight," September, 1927.

"The Conquest of Antarctica by Air," August, 1930.

II. More exhaustive studies and comment on Byrd's expeditions are contained in his two books and a recent biography:

SKYWARD, by Richard E. Byrd, published by G. P. Putnam's Sons, New York, 1928. (359 pages, \$3.50.)

LITTLE AMERICA, by Richard E. Byrd, published by G. P. Putnam's Sons, New York, 1930. (440 pages, \$5.)

STRUGGLE; The Life and Exploits of Richard E. Byrd, by Charles J. V. Murphy, published by G. P. Putnam's Sons, New York, 1928. (368 pages, \$2.50.)

III. Other books, giving the background of polar problems, historic and scientific data, are:

THE POLAR REGIONS, by R. N. Rudmose Brown, published by E. P. Dutton & Company, New York, 1927. (245 pages, \$3.75.)
A physical and economic geography of the Arctic and Antarctic.

ANTARCTIC ADVENTURE AND RESEARCH, by Griffith Taylor, published by D. Appleton & Company, New York, 1930. (245 pages, \$2.)

THE POLAR REGIONS IN THE TWENTIETH CENTURY, by Major General A. W. Greely, published by Little, Brown & Company, Boston, 1928. (270 pages, \$4.)

TRUE TALES OF ARCTIC HEROISM IN THE NEW WORLD, by Major General A. W. Greely, published by Charles Scribner's Sons, New York, 1912. (385 pages, \$1.75.) Stories of explorers, in narrative form, for boys.

Pupils desiring further references, or references on special aspects of polar exploration, may obtain them by writing to the Department of Superintendence of the National Education Association, Washington, D. C., or to the School Service Department of the National Geographic Society, Washington, D. C.

PICTURES OF BYRD EXPEDITION

Twenty pictures have been selected from the several thousand which were taken by the Byrd Antarctic Expedition as being of interest to school children because of their educational and historical value. Those interested in securing pictures of the expedition should communicate directly with Captain A. C. McKinley, Aerial Photographer, Byrd Antarctic Expedition, 2 West 45 Street, New York, N. Y.

KERN COUNTY

Educational progress is indicated by the development of a technique making it possible to substitute standardized tests on a county-wide scale for county board examinations. Tests given by teachers and a uniform letter rating developed for the county for each test given permits test results to be average with teachers' marks. *Herbert L. Healy, Superintendent of Schools.*

Significant Facts Concerning California Schools

A SURVEY OF OVERSUPPLY OF TEACHERS AS REFLECTED IN THE PLACEMENT AGENCIES OF THE CALIFORNIA TEACHER-TRAINING INSTITUTIONS— NOVEMBER 1, 1930

One phase of unemployment which is acute at the present time in California is seen in the oversupply of teachers. A continuous study is being carried on by the State Department of Education for the purpose of providing facts relative to teacher-training needs. No method has been developed for determining all the factors involved, and no complete measure of oversupply has been secured. Persons trained for teaching have doubtless, in many instances, entered work for which they have not been trained. Again, the graduates of California institutions may have secured positions in other states. Another group of certificated teachers, on account of marriage, have never applied for positions. While in a sense these three groups constitute a surplus, no method has been devised to account for them.

Method of Investigation.

Two methods have been used to ascertain the number of teachers which may be considered a surplus. One is to compare the number of teachers certificated during a given school year with the number of new teachers placed in the California schools during the following year. It is assumed that graduates of teacher-training institutions and entrants into the state constitute a new source of supply which may be utilized for the ensuing year. The other method of studying the question is to ascertain from the placement bureaus of the California teacher-training institutions the number of unplaced candidates registered for teaching positions. A study of each of these factors was completed and reported for the past two years.

This report is the result of a second study of the unplaced teachers registered in the placement offices as of November 1, 1930.

The teacher surplus revealed by the three studies is as follows:

Unplaced candidates registered in placement offices in California, November 1, 1929	1,390
Excess of certificated teachers for 1928-1929 over new teachers employed in California 1929-1930.....	1,703
Unplaced candidates registered in placement offices in California, November 1, 1930.....	1,487

While these numbers are not exact, they may be taken as showing a general tendency in teacher surplus for this three-year period. It is apparent that the surplus is increasing at a rate of about seven per cent per annum, as measured by reports from the placement offices.

Source of Data.

Twenty-five institutions are accredited by the State Board of Education for training teachers. Each of these assumes some responsibility in placing its graduates. This service is extended, at least in the case of the universities, to those students who register for a limited amount of work, either in regular or in summer session. All but one of the institutions reported on the number of unplaced teachers registered in their appointment office. The total number reported was 1588. Of this number 101 names were reported by two, and in some instances, three offices. Thus, the total number of unplaced teachers was reported as 1487.

Credentials Held.

In order to ascertain the grade levels in which the oversupply exists, a study was made of the California credentials held by the teachers registered in the placement offices. It was found that 763, or 51.31 per cent, hold the general secondary credential. This is the credential most desired in California, as it gives a blanket authorization for teaching all grades and all subjects in the California schools. Table No. 1 shows the distribution of unplaced teachers reported by teacher-training institutions with credentials held.

TABLE No. 1
Distribution of Unplaced Teachers Reported by Teacher-Training Institutions,
November 1, 1930, by Institutions and Credentials Held

Institution	General secondary	Special secondary	Junior college	Junior high	Elementary	Kindergarten	Total
University of California	444	69	6	30	24		573
University of California, at L. A.	36	91		36	60	17	240
University of Southern California	179	30	6	28	30	3	276
Stanford University	75	2	1	12	9	1	100
Chico State Teachers College		1		1	3		5
Fresno State Teachers College		3		5	5		13
Humboldt State Teachers College		1		1	14		16
San Diego State Teachers College		1		16	8		25
San Francisco State Teachers College					11	1	12
San Jose State Teachers College		8		13	48	8	77
Santa Barbara State Teachers College							
Claremont Colleges		5		1	1		7
Dominican College	1			No Report			
Mills College	9	5		6	4		11
Occidental College	9	5	2		6		20
College of Pacific	9	6		3	3		19
University of Redlands	1	6		3	4		22
Whittier College		1		3			9
Armstrong College		2		1	4		6
Arts and Crafts		18					2
Fine Arts		8					18
Broadoaks							8
Miss Fullmer's Kindergarten						17	0
Los Angeles Library		3					17
Riverside Library		8					3
Totals	763	272	15	156	234	47	1,487

Experience.

On entering the training program required of teachers, each student desires assurance that there will be a position awaiting him upon graduation. While an oversupply offers school officials opportunity for making a careful selection of teachers, it works a hardship upon the new graduate. Of the unplaced teachers 708, or 47.61 per cent, were inexperienced. While this is a serious situation for the newly certificated teacher, it indicates an even more significant cause for alarm in the teacher turnover in the state. Of the experienced teachers reported, 241, or 16.21 per cent, had secured less than four years of experience (see Table No. 3) and hence had been unable to take advantage of the tenure provision. Table No. 2 shows the distribution of unplaced teachers reported by institutions on the basis of experience.

TABLE No. 2
Distribution of Unplaced Teachers Reported by Teacher-Training Institutions,
November 1, 1930, by Institutions on the Basis of Experience

<i>Institution</i>	<i>Inexperi- enced</i>	<i>Experience in Cal.</i>	<i>Experience outside Cal.</i>	<i>Total</i>
University of California	199	318	56	573
University of California at Los Angeles	160	55	25	240
University of Southern California	110	102	64	276
Stanford University	44	33	23	100
Chico State Teachers College	4		1	5
Fresno State Teachers College	11		2	13
Humboldt State Teachers College	13	2	1	16
San Diego State Teachers College	15	4	6	25
San Francisco State Teachers College	7	2	3	12
San Jose State Teachers College	33	37	7	77
Santa Barbara State Teachers College	5	1	1	7
Claremont Colleges		No report		
Dominican College	4	7		11
Mills College	10	10		20
Occidental College	17	2		19
College of Pacific	16	6		22
University of Redlands	9			9
Whittier College	5		1	6
Armstrong College	2			2
Arts and Crafts	16	1	1	18
Fine Arts	7	1		8
Broadoaks				0
Miss Fulmer's Kindergarten	15	1	1	17
Los Angeles Library	2	1		3
Riverside Library	4	3	1	8
Totals	708	586	193	1,487

TABLE No. 3
Distribution of Unplaced Teachers Reported by California Teacher-Training
Institutions, November 1, 1930, by Years of Experience

<i>Years of experience</i>	<i>No. of teachers</i>	<i>Years of experience</i>	<i>No. of teachers</i>	<i>Years of experience</i>	<i>No. of teachers</i>
No record	80	10 years	31	20 years	3
1 year	100	11 years	26	21 years	2
2 years	69	12 years	20	22 years	2
3 years	72	13 years	18	23 years	1
4 years	56	14 years	11	24 years	3
5 years	53	15 years	15	25 years	1
6 years	53	16 years	12	26 years	1
7 years	50	17 years	6	29 years	1
8 years	47	18 years	5	30 years	1
9 years	33	19 years	7		
Total					779

Table No. 3 gives the distribution of the 779 unplaced experienced teachers according to the number of years of experience of such teachers.

Table No. 4 shows the distribution of unplaced teachers from outside the state showing where experience has been secured. This table does not show a total as the reports in many cases merely indicated that experience was secured outside California without indicating the locality; also many teachers are reported as having secured experience in several states. This study bears out the fact that California is drawing on the middle west and western states for her supply of out-of-state teachers.

TABLE No. 4

Distribution of Unplaced Teachers from Other States Reported by California Teacher-Training Institutions, November 1, 1930, Showing States in Which Experience Was Secured

State	Unplaced teachers	State	Unplaced teachers
Iowa	22	Massachusetts	5
Colorado	20	Montana	5
Oregon	20	South Dakota	6
Arizona	17	Nebraska	4
Washington	16	Nevada	4
Illinois	15	North Dakota	4
Idaho	14	Florida	3
Wisconsin	14	West Virginia	3
Texas	12	Arkansas	2
Utah	12	Wyoming	2
Kansas	11	Alabama	1
Missouri	11	Connecticut	1
New Mexico	11	Georgia	1
Oklahoma	10	Kentucky	1
Indiana	9	Louisiana	1
New York	8	Maryland	1
Ohio	7	New Hampshire	1
Pennsylvania	7	New Jersey	1
Minnesota	6	North Carolina	1
		Virginia	1

Major and Minor Fields.

The oversupply in the case of the holders of the general secondary credential must be related to the subject field in which training was received, in order to give adequate guidance of a vocational nature to students entering teacher training, and for the purpose of aiding in setting up programs in training institutions. The greatest oversupply is found to occur in the fields of the social studies, foreign languages, and in English.

TABLE No. 5

Distribution of Unplaced Teachers Reported by California Teacher-Training Institutions, November 1, 1930, According to Major and Minor Subjects

	Major	Minor
Social Studies—		
Anthropology	1	1
Economics	37	76
Geography	6	12
History	134	214
Political science	16	69
Sociology	4	11
Social science	7	13
Total	205	396
Foreign language—		
French	51	47
German	18	31
Italian	2	
Latin	43	32
Modern language	1	4
Romance language	2	
Spanish	46	49
Totals	163	163

	<i>Major</i>	<i>Minor</i>
English -----	160	218
Science—		
Agriculture -----	10	2
Astronomy -----		2
Bacteriology -----	1	1
Biological science -----	1	1
Biology -----	4	3
Botany -----	6	20
Chemistry -----	21	17
Engineering -----	3	1
General science -----	3	20
Hygiene -----	1	6
Physics -----	7	26
Physiology -----	1	4
Zoology -----	14	11
Totals -----	72	114
Education -----	67	185
Mathematics -----	41	44
Home Economics -----	22	13
Art -----	20	12
Speech Arts -----	18	38
Physical education -----	10	12
Music -----	8	8
Psychology -----	4	12
Philosophy -----	2	24
Law -----		5
Library -----	4	1
Journalism -----	1	2

Reasons for Nonplacement.

In ascertaining the reasons for nonplacement, it is found that the factor which operates in all cases is that of oversupply. If there were a scarcity of teachers there is reason to think that practically all the unplaced candidates for positions would find employment in the public schools of California. The very fact that they are in nearly every instance graduates of universities or colleges, and that they have secured state credentials, indicates a high degree of selection on the basis of scholarship and personal qualifications. In each case, the reason given for nonplacement is a subjective judgment, formulated by the placement secretary through interviews and recommendations of school officials or faculty members in training institutions. The reason given most frequently after oversupply is the undesirability of the location. Teachers of experience were unplaced in 125 cases because they were unwilling to accept schools in locations undesirable to them, either because they were remote from Los Angeles or the Bay Region, because family connections hold them to a certain locality or for some similar reason. Table No. 6 shows the distribution of unplaced teachers by reason for their nonplacement, in the case of the experienced and inexperienced.

TABLE No. 6

Distribution of Unplaced Teachers Reported by California Teacher-Training Institutions, November 1, 1930, Showing Reasons for Nonplacement in the Case of Experienced and Inexperienced Teachers

<i>Reasons for nonplacement</i>	<i>Experienced</i>	<i>Inexperienced</i>	<i>Total</i>
Surplus -----	180	243	423
Undesirable location -----	125	49	174
Marriage -----	73	34	107
Limited certificate -----	48	57	105
Poor subject combination -----	38	56	94
Age -----	75	9	84

<i>Reasons for nonplacement</i>	<i>Experienced</i>	<i>Inexperienced</i>	<i>Total</i>
Unsatisfactory personality—			
Unfriendly	7	5	---
Immature	4	7	---
Unresponsive	18	18	---
Uncooperative	---	1	---
Exotic	1	1	---
Poor voice	---	1	---
Poor English	---	1	---
Lack of initiative	---	4	---
Unpleasant appearance	3	4	---
Totals	33	42	75
Poor recommendation—			
On teaching	47	---	---
By instructors	---	15	62
Late registration	43	13	56
Not available in time	27	17	44
Poor health or physical handicap	23	13	36
Salary	8	4	12
Continued study	1	11	12
Other reasons	14	45	59
No reason given	44	100	144
Totals	779	708	1,487

RESULTS OF STATE TYPEWRITING TEST IN JUNIOR HIGH SCHOOLS

The scores made by pupils of the junior high schools in the recent state typewriting test have been compiled and the following is a summary of the results:

	<i>First semester</i>	<i>Length of periods</i>	
		<i>Short period 45 minutes and less</i>	<i>Long period 50 minutes or over</i>
Number of cases		1423	3099
Score range		0-52	0-43
Average words per minute		10.5	12.4
Making nine words per minute or less		50.4%	38.3%
<i>Second semester</i>			
Number of cases		937	2354
Score range		0-54	0-59
Average words per minute		21.9	24.8
Making nine words per minute or less		13.7%	10.8%
<i>Third semester</i>			
Number of cases		256	703
Score range		0-67	0-62
Average words per minute		28.3	31.3
Making nine words per minute or less		8.2%	4.7%
<i>Fourth semester</i>			
Number of cases		68	71
Score range		0-58	1-68
Average words per minute		31.9	38.5
Making nine words per minute or less		5.8%	4.2%

The percentage of the scores falling in each interval of five words per minute are as follows:

Words per minute	First Semester		Second Semester		Third Semester		Fourth Semester	
	per cent of total scores		per cent of total scores		per cent of total scores		per cent of total scores	
	Short period	Long period	Short period	Long period	Short period	Long period	Short period	Long period
0-4	28	20.6	8.3	6.9	3.5	2.3	5.9	1.4
5-9	22.4	17.7	5.4	3.9	4.7	2.4		2.8
10-14	20.4	24.8	11.1	6.2	5.1	1.7		
15-19	15.5	18.5	14.3	11.5	5.5	5.1	5.9	5.6
20-24	9.7	10.4	18.9	15	17.2	8.4	13.2	5.6
25-29	3.5	5.1	17.2	20.3	12.5	16.8	11.8	9.9
30-34	.63	1.97	12.8	17	23.4	20.3	17.6	8.5
35-39	.29	.87	6.9	10.6	14	21.5	16.2	11.3
40-44	.07	.16	3.8	5.1	6.3	11.3	17.6	18.3
45-49	none	none	.64	2.1	5.5	6.8	10.3	15.5
50-54	.07	none	.53	.42	1.95	1.84	none	11.3
55-59	none	none	none	none	none	.85	1.47	8.45
60-64	none	none	none	none	none	.57	none	none
65-69	none	none	none	none	.39	none	none	1.41
No. of Cases	1423	3099	937	2354	256	703	68	71

The scores made by regular four-year and senior high schools are being compiled and as soon as completed will be published.

Professional Literature

A SELECTED LIST OF RECENT EDUCATIONAL PUBLICATIONS IN THE CALIFORNIA STATE LIBRARY

NEW WAYS TO MAKE MONEY, by Roger W. Babson. Harper, 1930. \$2.50.

A vocational guidance book by a noted statistician and economist. Introduction and conclusion give general advice to young people about selecting an occupation and the main portion of the book gives from three to five page descriptions of the general opportunities offered by 50 fundamental industries.

THE JUNIOR COLLEGE CURRICULUM, edited by William S. Gray. University of Chicago Press, 1929. \$2.

Volume I of the PROCEEDINGS OF THE INSTITUTE FOR ADMINISTRATIVE OFFICERS OF HIGHER INSTITUTIONS consists of the 19 papers that were presented at the 1929 institute together with an annotated and selected bibliography on the junior college curriculum. The topics considered serve as "a reasonably broad introduction to the problems of the junior college curriculum which higher institutions face today." One of the papers, by Leonard V. Koos of the University of Minnesota, is on the junior college curriculums in California.

CHILDREN AT THE CROSSROADS, by Agnes E. Benedict. New York. The Commonwealth Fund Division of Publications. 1930. \$1.50.

A study of the maladjusted child in rural communities presented through various experiences of visiting teachers. This book is written in a readable style and is illustrated with drawings by Cyrus Le Roy Baldridge.

HOW TO SUPERVISE; a guide to educational principles and progressive practices of educational supervision, by George C. Kyte. Houghton Mifflin, 1930. \$2.40.

A recent addition to the Riverside Textbooks in Education edited by E. P. Cubberley. Its main divisions are: History and philosophy of supervision; organization for supervision; techniques in supervision and supervising types of teachers. The book contains numerous tables and diagrams, questions and problems, and selected references.

SURVEY OF STUDENT HEALTH SERVICE IN THE UNITED STATES, conducted jointly by the National Association of Deans of Women and the Women's Foundation for Health, Incorporated. Director of Survey, Anna Eloise Pierce.

Covers the field in 1196 of our colleges, universities, teacher-training and secondary schools under the classifications of (1) health personnel, (2) space and equipment devoted to student health, (3) recreation, (4) sickness of women students, and (5) curative and preventive measures. Copies of this pamphlet may be obtained for 12 cents each from the Women's Foundation for Health, Incorporated, 370 Seventh avenue, New York, N. Y.

PSYCHOLOGY AND THE PREPARATION OF THE TEACHER FOR THE ELEMENTARY SCHOOL, by Clara L. Robinson, Teachers College, Columbia University. Contributions to education No. 418. 1930. \$1.50.

The subtitle describes the book as "a survey and an analysis of practices in the teaching of psychology in certain professional schools for the preparation of teachers."

PROBLEMS IN TEACHER TRAINING, v. 4, compiled and edited by Ambrose L. Suhrie. \$2. Distributors: New York University Press Book Store.

The proceedings of the 1929 spring conference conducted by the normal school and teachers college section of the New York Society for the experimental study of education. The major topics considered at this fourth conference of the society are:

- I. Cooperation in attracting, selecting, and training a professional staff for the teaching service.
- II. Cooperation in setting up policies and in administering programs of service in a State system of teacher-training institutions.
- III. The teachers college program of education in the effective use of English.
- IV. The teachers college program of education in health.
- V. Student cooperation with each other and with the faculty and administrative officers in teacher-training institutions.

STANDARD TESTS; a handbook for the classroom teacher by Charles Russell. Ginn & Company, 1930. \$2.

Covers the subjects of testing and measurement in general, various types of tests, measures of points, achievement, ability, et cetera, and the various uses that the teacher is able to make of testing in the classroom.

STATISTICS FOR TEACHERS, by Ernest W. Tiegs and Claude C. Crawford. Houghton Mifflin, 1930. \$1.90. (Riverside Textbooks in Education, edited by E. P. Cubberley.)

Dr. Cubberley explains in his introduction that as a result of the modern practice of determining principles of education from a study of concrete situations and of testing these principles by statistical treatment of the data obtained, a whole new educational literature has been created in recent years. To make intelligible and useful to the classroom teacher and the beginning student of education, these new terms, graphic displays, and mathematical formulae, is the purpose of this book.

THE JUNIOR HIGH SCHOOL; its organization and administration. Editors, William Martin Proctor and Nicholas Ricciardi. Stanford University Press, 1930. \$3.

A symposium presenting administrative procedures now followed in the junior high schools of California. The 15 subjects covered in the volume were selected by principals of junior high schools in the State and the authors, all practical workers in the field, have used "data acquired through experience, observation, and study of junior high school work in California rather than data obtained through questionnaires or summarized reading."

TEACHING THE BRIGHT PUPIL, by Fay Adams and Walker Brown. New York, Holt, 1930. \$1.36.

While the book contains several chapters dealing with the fundamentals underlying the instruction of bright children it is essentially a practical manual of suggestions for enriching the various subjects of the curriculum for the benefit of pupils of outstanding ability.

YEARBOOK OF CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS

A symposium of articles on progressive education and the activity program in elementary schools is presented in the third yearbook of the California Elementary School Principals' Association, published November, 1930. Much valuable material is contained in this volume, which may be obtained for one dollar from Mr. O. D. Enfield, Secretary-Editor, 595 N. Vermont avenue, Los Angeles.

JUNIOR COLLEGE BOOK LIST

The **JUNIOR COLLEGE BOOK LIST**, by Eugene Hilton, a graduate student at the University of California, has just been published by

the University of California Press. The growth in number and size of junior colleges in recent years; the modern practice of using many rather than few books for study, thus emphasizing the necessity for an adequate library; the ever increasing amount of material from which selections may be made with the consequent increased difficulty of making wise choice; and the need of scientific expenditure of available funds make necessary a wise selection of the actual study materials to which the time and effort of students shall be directed. The study covers all fields of instruction in the junior college.

UNIVERSITY OF CALIFORNIA PUBLICATIONS

UNIVERSITY OF CALIFORNIA PUBLICATIONS IN EDUCATION, volume II, listing the titles of additional publications, has recently come from the University of California Press.

THE COST OF TRANSPORTATION

The Office of Education of the United States Department of the Interior has published Bulletin No. 29, 1930, **FACTORS AFFECTING THE COST OF SCHOOL TRANSPORTATION IN CALIFORNIA**, by Frank O. Evans, Director of Administrative Research of the Los Angeles public schools. Under the state law provisions for transportation have been left entirely in the hands of the local trustees. The State gives no financial support and requires no report of the expenditure of funds. The study is an attempt to evaluate the expenditures for transportation of pupils in California.

SECONDARY SCHOOL PRINCIPALS' BULLETIN

The October, 1930, number of the Bulletin of the Department of Secondary School Principals of the National Education Association contains a list of publications of the Department of Secondary School Principals, a directory of the department, abstracts of recent books in the field of education and of important recent articles in education magazines.

GOVERNMENT PUBLICATIONS FOR TEACHERS

Under the title "New Government Publications Useful to Teachers," on page 76 of **SCHOOL LIFE** for December, 1930, is an annotated list of pamphlets covering a wide range of interests from motion pictures in China to daffodils.

FOREST SERVICE WORK

The United States government publishes many bulletins each year. Occasionally one proves to be a "best seller." The little pocket-size

pamphlet GOVERNMENT FOREST WORK, which tells of the activities of the United States Forest Service, has been reprinted six times and over two hundred thousand free copies have been distributed to the public.

CALIFORNIA STATE PARK SURVEY

The REPORT OF STATE PARK SURVEY OF CALIFORNIA, by Frederick Law Olmstead, Director of California State Park Survey, is an interesting story of the park movement and of the natural and scenic resources of California. The report is recommended for use in the elementary and the secondary schools of the state because of the social and economic importance of the enjoyment of scenery and other pleasures of outdoor life. Requests for the pamphlet should be addressed to the Department of Natural Resources, Sacramento.

A Legal Calendar for School Officials

1931 CALENDAR

The legal calendar for school officials may be found in the February, 1930, number of CALIFORNIA SCHOOLS, where the calendar for 1931 is published in conjunction with the 1930 calendar.

List of Available Publications of the California State Department of Education

Bulletin number	Title of publication	Date of publication	No. of pages	Price
A. DIVISION OF ADULT EDUCATION				
New Series				
A-1	Supplementary Set of Lessons for Beginning Classes	1930	24	\$0.10
A-2	Supplementary Set of Lessons for High Beginning and Low Intermediate Foreign Classes	1930	39	.10
Old Series				
-----	English Pronunciation for Foreigners	1924	35	free
5-D	Book I: Lessons in Oral English for Classes of Beginners—Women (reprint)	1930	45	.10
5-D	Book II: Oral English for Foreign Women	1927	31	.10
5-E	Lessons in Oral English for Beginners in Rural Schools	1924	38	.10
5-F	Series I: Little Journeys in California. Lessons in English for Intermediate Students (reprint)	1927	28	.10
5-H	A Drill Book in English Structure for Foreigners in Evening School (reprint)	1930	44	.10
5-J	Letter Writing and Written Composition for High Intermediate and Advanced Foreign Students (reprint)	1929	32	.10
5-K	Some American Customs, Business Ways and Business Men for Intermediate and Advanced Classes of Foreign Students (reprint)	1929	31	.10
5-L	Civic Lessons for Intermediate Students (reprint)	1930	36	.10
5-M	A Supplementary Reader for Women's Classes, Buying and Budgets and A Holiday Series	1930	29	.10
5-N	Home Lessons (Health and First Aid) for Women's Classes. A Supplementary Reader for Women's Classes (reprint)	1930	24	.10
5-O	Short Plays for Foreign Students in Evening Schools	1929	34	.10
5-P	Suggestions for an Evening School Newspaper for Foreign Students and Teachers of Foreign Students	1929	25	.10
5-X	Helps for Teachers in Migratory Schools	1927	143	.10
-----	Community Exchange Bulletin (quarterly). Per year	----	--	1.00
B. DIVISION OF RURAL EDUCATION				
New Series				
B-1	A Suggestive Course of Study in Industrial Art for Rural Schools	1930	62	.05
B-2	A Tentative Course of Study in Music for Rural Schools	1928	64	.10
B-3	Reference and Procedure for Supervisors of Child Welfare and School Attendance	1930	60	.50
Old Series				
-----	Answers to Some Pertinent Questions Regarding the Vocational Agricultural Program	1927	3	free
2-D	Suggestive Course of Study for the Kindergarten- Primary grades. (Free to teachers in California Public Schools.)	1922	156	.50
2-E	Suggestive Course of Study in Music for Elemen- tary Schools	1925	8	free
2-G	Source Material for Bird and Arbor Day	1927	107	free

Bulletin number	Title of publication	Date of publication	No. of pages	Price
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C. DIVISION OF CITY SECONDARY SCHOOLS**New Series**

C-2	The California Plan for Vocational Education— Federal and State Aided Instruction in Home Making for Girls and Women (reprint-revised)	1929	28	free
C-7	Reading List for Junior High Schools (reprint)---	1928	35	free
C-8	The California Plan of Vocational Education— Teacher-Training Course in Home Making for Experienced Home Makers-----	1929	7	free

Old Series

29	Suggested Outline for a Four-Year Course in English for California Secondary Schools-----	1926	28	free
----	A New Opportunity for the Disabled (reprint- revised) -----	1930	4	free

D. DIVISION OF SPECIAL EDUCATION**New Series**

D-1	Analysis of State Laws Governing the Education of Physically Handicapped Children (reprint- revised) -----	1929	8	free
D-2	Report of an Experiment in Nutrition at the Cali- fornia School for the Blind (reprint)-----	1929	35	free

Old Series—None**E. DIVISION OF HEALTH AND PHYSICAL EDUCATION****New Series**

E-1	A Curriculum for the Professional Preparation of Physical Education Teachers for Secondary Schools -----	1930	109	free
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Old Series

32	Special Physical Training Activities for Secondary Schools -----	1927	12	free
----	Manual in Health Supervision and Instruction for the Elementary Schools of the State of Cali- fornia (reprint) -----	1929	37	free
----	Manual of Physical Education Activities for Ele- mentary Schools (free to elementary teachers)	1929	386	\$1.25
----	School Vision Charts (reprint)-----	1930	--	free
----	Health and Development Report Cards for Ele- mentary Schools (reprint)-----	1928	--	free

F. STATE BOARD OF EDUCATION**New Series**

F-1	Rules and Regulations of the State Board of Education -----	1930	--	free
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Old Series

----	Excerpts from the School Code of the State of California, Part IV, Retirement of Teachers (reprint-revised) -----	1929	15	free
----	Circular of Information Regarding Teachers' Retirement Salary Law. Edition of 1930 (reprint-revised) -----	1930	20	free

Bulletin number	Title of publication	Date of publication	No. of pages	Price
----	Report of the California Public School Teachers' Retirement Salary Commission (reprint)-----	1929	64	free
----	List of Teachers Exempt from Salary Deductions. Edition of 1928 (reprint-revised)-----	1928	64	free
----	List of Teachers Confidential Personal Reports filed in 1919-----	1925	306	free
----	List of Teachers Confidential Personal Reports filed in 1925-1926-----	1926	335	free
----	List of Teachers Confidential Personal Reports filed in 1926-1927-----	1927	67	free
----	List of Teachers Confidential Personal Reports filed in 1927-1928-----	1928	62	free
----	List of Teachers Confidential Personal Reports filed in 1928-1929-----	1929	57	free

G. THE DIRECTOR OF EDUCATION

General

----	Biennial Report, California State Department of Education, 1926-28.			
	Part I—General Report -----	1929	352	free
	Part II—Statistical Report -----	1929	516	free
----	School Code of California (free to county and city superintendents)	1929	575	\$0.50
----	California Schools, Vol. I, Numbers 1-8, inclusive, January-July, 1930 -----	----	--	free
----	Analysis of Public School Finance in California, (Reprinted from California Schools, March, 1930) -----	1930	9	free
----	List of Available Publications of the California State Department of Education. (Reprinted from California Schools, July, 1930)-----	1930	6	free
----	Teachers' Guide to Child Development (free to kindergarten-primary teachers and supervisors)	1930	658	\$1.00

New Series

G-2	California State Department of Education (revised-in print) -----	1930	--	free
G-3	The Junior College in California-----	1928	48	free
G-4	Handbook on Continuation Education-----	1930	56	free
G-5	The Application of the Conference Method to Curriculum Making -----	1930	35	free

Old Series

----	The Story of Jedediah Smith, Who Blazed the Overland Trail to California (reprint)-----	1930	8	free
6	A Forest Fire Prevention Manual for the School Children of California-----	1922	31	free

H. DIVISION OF TEACHER TRAINING AND CERTIFICATION

New Series

H-1	California State Teachers Colleges (revised)----	1930	14	free
H-2	Regulations Governing the Granting of State Teachers' Credentials and County Certificates in California (reprint) -----	1928	67	free
H-2	Supplement to Bulletin No. H-2 Regulations Governing the Granting of Special State Teachers' Credentials in California-----	1930	12	free

Old Series—None

Bulletin number	Title of publication	Date of publication	No. of pages	Price
J. DIVISION OF RESEARCH AND STATISTICS				
New Series				
J-1	Directory of California Secondary Schools as of October 1, 1929-----	1930	50	free
J-2	Statistics of California City School Districts, 1927-28-----	1930	74	free
----	Bulletin of Explanation of Charts-----	1930	13	free
----	Chart 1 Educational Statistics of Elementary Schools (22 inches by 29 inches)-----	1930	--	\$0.35
----	Chart 2 Financial Statistics of Elementary Schools (22 inches by 29 inches)-----	1930	--	.35
----	Chart 3 Educational Statistics of High Schools (22 inches by 45 inches)-----	1930	--	.35
----	Chart 4 Financial Statistics of High Schools (22 inches by 29 inches)-----	1930	--	.35
J-3	California Junior College Mental-Educational Sur- vey-----	1930	60	free
Old Series				
R-1	Analysis of Current Expenditures for Secondary Schools, 1925-26-----	1927	23	free
----	Some Statistics of Junior High Schools in Cali- fornia-----	1926	9	free
K. DIVISION OF SCHOOLHOUSE PLANNING				
New Series				
K-1	Standards for Sanitary Fixtures in Public Schools	1930	19	\$0.15
K-2	Standards for Public School Sites-----	1930	15	.15
K-3	The Type, Design, Installation, and Care of Black- boards-----	1930	10	.15
Old Series				
20	The Landscape Improvement of Rural School Grounds-----	1917	52	free
----	School Grounds, their Design and Development--	1922	36	free
L. DIVISION OF LIBRARIES				
(Available on application to the State Library)				
General				
----	Biennial Report of the California State Library, 1928 (reprint)-----	1929	19	free
New Series—None				
Old Series				
----	California County Free Libraries: Your County Your Responsibility-----	1926	21	free
----	California County Free Library Law (reprint- revised)-----	1925	24	free
----	California County Free Library Service to Schools (reprint-revised)-----	1924	38	free
----	Circular of Information for Applicants for Certifi- cates of Qualification to Hold the Office of County Librarian in California (reprint-revised)-----	1928	13	free
----	Handbook of Information for the Use of Members of the California Legislature (reprint-revised)-----	1929	55	free
----	Library Laws of California (reprint-revised)-----	1925	151	free
----	Books for the Blind Department (Reprinted from News Notes of California Libraries, January, 1930)-----	1930	17	free
----	News Notes of California Libraries. Quarterly. (Free distribution to all libraries in California, and to the larger libraries in the United States, and to certain foreign libraries.)-----	----	----	----

Bulletin number	Title of publication	Date of publication	No. of pages	Price
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M. DIVISION OF PUBLICATIONS AND TEXTBOOKS

New Series

M-3	List of High School Textbooks (reprint-revised)	1930	65	free
M-4	Information Regarding the Listing and Adoption of High School Textbooks in California-----	1929	8	free

Old Series—None

CALIFORNIA STATE HISTORICAL ASSOCIATION

----	California History Nugget. Monthly, October to May. To nonmembers per year-----	----	--	\$1.50
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